

International Journal of Advances in Engineering and Management (IJAEM) Volume 4, Issue 2 Feb 2022, pp: 339-341 www.ijaem.net ISSN: 2395-5252

The Application of Sports Games in University Sports Teaching

Hoang Thi Huyen¹

¹ School of Foreign Languages – Thai Nguyen University, Thai Nguyen, Viet Nam Corresponding Author: Hoang Thi Huyen

Submitted: 25-01-2022	Revised: 05-02-2022	Accepted: 08-02-2022

ABSTRACT: In the teaching practice of college physical education, most teachers will use sports games to carry out auxiliary teaching. Students can stimulate their interest in learning sports in sports games, which also plays a great role in improving students' learning efficiency. Therefore, colleges and universities should attach importance to the application of sports games in college physical education, and use sports games to increase the interest and practicality of physical education.

KEYWORDS: university; sports games; teaching; strategy

I. INTRODUCTION

The training content of physical education class has a certain repetitiveness. Therefore, in the learning of physical education class, it is easy for people to have a feeling of study weariness. In order to change this feeling of study weariness, college physical education teachers can use sports games. Improve the fun of physical education classes, so that students can feel the joy of learning physical education in the learning process. Only by making the university's physical education have a certain degree of innovation, can we cultivate sports talents in the new era and innovative sports talents.

II. THE EFFECT OF SPORTS GAMES ON COLLEGE PHYSICAL EDUCATION 1. Increase the fun of physical education teaching

The traditional method of physical education is rigid and single, which causes the boring content of physical education and severely impacts the enthusiasm of students to learn physical education. Therefore, increasing the interest of physical education is an urgent and important task for physical education teachers. College physical education teachers can incorporate sports games into the teaching process of physical education classes to enrich the teaching content of physical education classes. The integration of sports games into the physical education process can make physical education full of vigor and vitality. Students can learn some valuable sports knowledge in the rich game forms, and can also improve their sports skills. The fun of physical education teaching plays an irreplaceable role for students to better learn physical education and improve their physical level. Students can stimulate their creativity and potential in sports games, and cultivate team awareness and innovation awareness.

2. Improve the effect of physical exercise

The use of sports games can make the education classroom relaxed and physical enjoyable. Students learning in such a pleasant environment can achieve a multiplier learning effect and improve the effect of physical exercise. The purpose of physical education is to enhance students' physical quality and improve their physical skills. After physical education is integrated into physical games, it can make students have fun in learning physical education, and can extend the time for students to do physical exercises. When students increase their physical exercise time, they can achieve the purpose of physical exercise and physical fitness during exercise, which can achieve a good physical exercise effect. Sports games can also develop students' physical fitness and improve students' sense of happiness in physical education.

3. Stimulate students' innovative ability

In physical education, teachers allow students to play games independently, which improves students' creative ability. In the process of using sports games, students will use their imagination and creativity to explore various forms of sports games. In the process of exploring the form of sports games for students, it is a process of cultivating their own innovative ability, which is of



great help in cultivating students' creativity and improving students' skills.

III. THE APPLICATION STRATEGY OF SPORTS GAMES IN COLLEGE PHYSICAL EDUCATION

1. The use of sports games in warm-up activities

In order to achieve a good teaching effect in physical education, first of all, there must be a scientific preparatory activity link. The scientific preparatory activity link can improve the efficiency of the classroom while the physical education class is in progress, and cultivate students' enthusiasm for learning physical education. Teachers can incorporate some sports games in the warm-up activities to mobilize the enthusiasm of students and make the sports classroom in a relaxed and pleasant classroom atmosphere. Preparatory activities mainly include two aspects, one is general preparatory activities, and the other is special preparatory activities. The purpose of general warm-up activities is to overcome the inertia of the human body and enter the state of physical exercise as soon as possible. Special warm-up activity means that students fully warm up the exercise system and respiratory system to ensure the normal progress of physical exercise. Some running games can be incorporated in general warm-up activities. These running games can achieve warm-up effects, improve students' excitement, and concentrate students' attention, which is of great help to the following physical education activities. In special warm-up activities, sports games should be closely related to the basic parts. For example, the game of sprinting skills can use "calling numbers to chase people", and the teaching of throwing skills can be used to throw sandbags. These targeted sports games can promote the effect of physical exercise and better prepare for physical education. Physical education can only ensure the efficiency of physical education if these two preparatory activities are done well. Students can increase their sense of excitement and enthusiasm for learning sports through the use of sports games in warm-up activities.

2. Application of sports games in technical skills teaching

In traditional sports technical skills teaching, physical education teachers will assign many sports training tasks to students, causing students' psychological pressure and schoolwork burden, and seriously affecting students' enthusiasm for learning sports. Such a teaching model will make students have a misunderstanding of the purpose of physical education, and students will think that the purpose of learning physical education is not to enhance their physical fitness and cultivate their own comprehensive qualities, but a compulsory teaching task. Therefore, the teaching methods of sports technical skills should be emphasized. For example, in the middle and long distance running teaching, if the students blindly follow the requirements of the middle and long distance running competition, let the students run in circles in the track and field, it will make the students feel bored and exhausted, which will seriously affect the students' physical and mental health. Teachers can use sports games to exercise students' middle and long-distance running sports skills. For example, teachers can use relay running games to allow students to improve their sports skills in a happy game atmosphere. The use of relay running games can make boring sports training interesting. The use of game items can not only make the physical education classroom more energetic, but also has an important impact on improving students' creativity and independent thinking ability. Students relax themselves in the game and learn valuable things. It can be said that an ideal teaching effect. Under this teaching mode, students will also enhance their awareness of competition and cooperation, and realize the importance of collective and unity with others. The introduction of relay running games in physical education can play a good role in training students' sports skills, and can also cultivate students' love for physical education. Students can enjoy the fun of fighting and cooperating with others in this new teaching mode, which plays an important role in cultivating students' sense of competition. Therefore, students will urge themselves to make continuous progress during physical exercise, to catch up with others.

3. Application at the end of physical education

At the end of physical education, students are required to gradually return to a relatively quiet state and relax their mind and body. In this link, you should choose some simple and relaxing games to use sports games. You can use some dance action games to reduce students' fatigue, so that students can return to a relaxed state as soon as possible, which has a great help in promoting the development of students' physical and mental health. The application of sports games at the end of physical education can not only relieve students' fatigue, but also make the end of physical education in a happy and relaxed atmosphere, thereby inspiring students' enthusiasm for learning sports.



IV. CONCLUSION

The road to the reform of physical education is a process of constantly discovering and solving problems. In this process, new teaching models are needed. The teaching of college physical education should organically integrate theory and practice to cultivate sports talents with strong practicality. Sports games play an important role in college physical education and have a profound impact on cultivating students' interest and enthusiasm for learning. Colleges and universities should recognize the importance of sports games, and constantly improve the form of games to promote students' interest in learning sports, and improve the quality and efficiency of sports teaching.

REFERENCES

- E. Webb, S. Forrester, (2015), "Affective Outcomes of Intramural Sport Participation", Recreational Sports Journal, Vol.39, No.1: 69-81.
- [2]. A. M. Dyer, A. L. Kristjansson, M. J. Mann, M. L. Smith, J. P. Allegrante, (2017), "Sport Participation and Academic Achievement: A Longitudinal Study", American Journal of Health Behavior, Vol.41, No.2: 179-185 (7).
- [3]. Hong Bin Z., (2013), "Let the students play in physical education", China Education Teaching Forum, 2013, Vol.35.
- [4]. K. Ueshima, T. Fujiwara, S. Takao, E. Suzuki, T. Iwase, (2010), "Does social capital promote physical activity? A population-based study in Japan", Plos One, Vol.5, No.8.
- [5]. R. Hoekman, K. Breedveld and G. Kraaykamp, (2016), "Sport participation and the social and physical environment: explaining differences between urban and rural areas in the Netherland", Leisure Studies, Vol.36, No.3:1-14.